DOCUMENT RESUME

ED 354 737 FL 020 931

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TITLE Business and Spanish in the New American Educational Epistemology: Context, Development, Forecast.
PUB DATE Aug 92
NOTE 23p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (74th, Cancun, Mexico, August 9-13, 1992).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Business Administration Education; *Business Communication; *College Second Language Programs; *Cross Cultural Studies; Educational Change; Educational Trends; Epistemology; Futures (of Society); Higher Education; Interdisciplinary Approach; *Language Role; Second Language Instruction; *Second Languages; *Spanish; Trend Analysis

ABSTRACT

The decade of the 1980s saw a shift in paradigm in American trade and commerce, the serious beginning of a movement away from anachronistic and unwise ethnocentrism and nationalism and toward a more practical globalization of American business consciousness. The notion of business conducted in English and according to American norms began to yield to internationalization. Higher education responded by creating interdisciplinary programs combining study of business with study of languages and cultures of potential business partners and co-workers. Within the new educational epistemology created by this movement, Spanish is a particularly important element, as a major world language, the dominant language of the hemisphere of the Americas, and an emerging major language in the United States. Business Spanish will and must play an increasingly important role in preparing graduates for the national, hemispheric, and global challenges and opportunities ahead. (MSE)

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BUSINESS AND SPANISH IN THE NEW AMERICAN EDUCATIONAL EPISTEMOLOGY: CONTEXT, DEVELOPMENT, FORECAST

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The decade of the 1980s heralded a paradigm shift in American trade and commerce, the serious beginning of a movement away from anachronistic and injudicious ethnocentrism and myopic nationalism toward a practical globalization of the American business consciousness. The notion of business as usual by the United States--*conducted in English and according to the cultural norms of this nation: the ugly American syndrome*--began to yield to the linguistic and cultural pressures of the need for internationalization. This in turn sparked a reaction within American higher education, which was faced with the challenges of addressing the new global needs of the learner. Academia responded with the creation of multi-, cross-, and interdisciplinary programs, combining the study of business with that of the languages and cultures of potential business partners and co-workers. A new educational epistemology was born.

Within this new educational epistemology, Business Spanish is paradigmatic and particularly important. Not only is Spanish a major world language, it is now also the dominant hemispheric language of the Americas as well as a probable language of regional destiny in the United States, where it is evolving into a co-domestic language existing alongside the traditional English in locations such as the Southwest and California. The forecast is that Business Spanish will and must play an increasingly important role in preparing our graduates for the national, hemispheric, and global challenges and opportunities that lie ahead.

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Before joining the faculty at San Diego State University, Dr. Doyle taught at the Universities of Notre Dame and New Orleans. He was born in Virginia, raised in Puerto Rico, and has lived and traveled extensively in Spain, Europe, and Latin America. He is an avid trout fisherman (fond of clear streams and tall mountains) and racquetball aficionado.

BUSINESS AND SPANISH IN THE NEW AMERICAN EDUCATIONAL EPISTEMOLOGY: CONTEXT, DEVELOPMENT, FORECAST

Mudan los tiempos, y nosotros con ellos.
[Times change, and we change with them.]
Proverb

To fulfill their role in maintaining and enhancing this nation's competitiveness, American colleges and universities must commit themselves to meeting the unprecedented challenges of the twenty-first century.
J. Wade Gilley

The winds and waves are always on the side of the ablest navigators.
Edward Gibbon

I. Characteristics of a Paradigm Shift at Work in the United States

In 1988 Czinkota and Ronkainen observed that "world trade has assumed a heretofore unknown importance to the global community. . . individuals and firms have come to realize that they are competing not only domestically but also in a global market place. World trade has given rise to global interlinkages previously unknown and unanticipated" (*International Marketing* 3). That same year the president of Northfield Laboratories, David Carter, predicted that "by the year 2000 all business will be international business," one way or another, either directly or indirectly, and to a greater or lesser degree (*International Dimension* 38). A similar forecast was soon being echoed by Michael Kiernan, writing in *U.S. News & World Report* that "nearly every business in America is about to find itself competing in some way in the global marketplace" (9/25/89, p. 62), and by Jeffrey Arpan, in his book *International Business*, concluding that "It seems logical and safe to predict that international trade will continue to increase in both volume and value in the future. . . international business is here to stay and will continue to generate an increasing demand for both practitioners and academics" (27 and 35). Clearly, a paradigm shift was being signaled: a movement away from anachronistic and injudicious ethnocentrism and myopic nationalism toward a practical globalization of the American business consciousness so that the nation might better remain globally competitive.

In a reiterative movement, the late 1980s had traveled full circle back to the earlier admonishments of Congressman Paul Simon in his 1980 book, *The Tongue-Tied American: Confronting the*

Foreign Language Crisis, in which he urgently linked the nation's economic and trade interests to compelling caveats such as that attributed to the Japanese businessman who remarked: "Sir, the most useful international language in world trade is not necessarily English, but rather the language of your client" (27). In this same vein, John Foster Dulles had issued a compelling reminder that "It is not possible to understand what is in the minds of other people without understanding their language, and without understanding their language it is impossible to be sure that they understand what is on our minds" (Simon 66). Simon also counseled that, "Unless complemented by academic training in the history, culture, economics and politics of a given society, the knowledge of its language alone becomes a dull instrument" (59), thereby demonstrating an informed understanding of what was needed--foreign languages in context[1]--to help address the plight of an America that was rapidly forfeiting its competitiveness in world trade because it had become, in the words of Joseph Lurie, "globally blind, deaf, and dumb." In 1981 Senator Paul E. Tsongas had promoted the orientation of "language instruction toward the emerging market for foreign language students," specifying that "***that market is business***" (119, italics mine), a call to action repeated by the National Commission on Excellence in Education in its 1983 report, *A Nation at Risk*, which pronounced that "achieving proficiency in a foreign language. . . serves the nation's needs in commerce" (26, item 6). This again brings us back to the end of the 1980s, with Kiernan predicting that "foreign competition will send thousands of corporate executives back to school for refresher courses on world culture" (61), and Jeremy Main prescribing in *Fortune* that "The MBA of the future should speak a foreign language fluently and be intimate with a foreign culture" (78) because, as Wendell H. McCulloch, Jr. pronounces: "***English only is a***

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1. About this notion of foreign languages in context, Carol Fixman quotes a business interviewee as saying that "You can manage foreign languages. ***It's the culture that trips you up***" (2, italics mine). Vicki Galloway, a second language acquisition expert, says that "to develop students' language skills and neglect a sense of cultural context in which the language is used may be simply to provide students with the illusion that they are communicating" (69). Wendell H. McCulloch, Jr. further points out that "Some managers and too many business school teachers argue that products are products, business is business and even that people are people anywhere in the world," an extension of which "is the belief that an effective and successful manager in the United States will be effective and successful anywhere." In reality, however, "the very traits that account for success at home such as aggressiveness and an ability to focus directly on the critical issue can be counterproductive in other cultures." This has led to a growing realization that "what works in the U.S. does not always succeed abroad," which in turn has "necessitated the internationalization of American business" (35-36), with internationalization meaning linguistic and cultural acknowledgment and adaptation on the part of U.S. business and trade professionals.

***handicap!*"** (38, italics mine). All of which points toward a going of the way of the dinosaur: the notion of business as usual by that ethnocentric, tongue-tied, and cross-culturally deficient specimen whose faults and their negative consequences had been chillingly foreshadowed in the 1958 novel by William J. Lederer and Eugene Burdick, entitled *The Ugly American*.[2]

II. The Symbiotic Relationship between Business and American Higher Education

In the statements above by Main et al--to the effect that "the MBA of the future should speak a foreign language fluently and be intimate with a foreign culture"--a compelling link is inferred between the doing of business and the resources and training which might be brought to bear productively on the issue by American institutions of higher learning. There is a symbiotic relationship assumed between business and academia: a paradigm shift in requisite business skills attended by a responsive educational epistemology. To speak of future MBAs who are conversant in another language and knowledgeable of that language's cultural context (the pragmatic and vital parameters of a given language's communicative capacity) and to talk about executives returning to school for refresher courses that will equip them to participate more effectively in today's global economy, is to identify a need and explore a possibility. The need: ***guidance and training to be provided by higher education***; the possibility: ***that higher education be up to the task***.

In order to satisfy this need which has resulted from a paradigm shift in the world of commerce--a transition from outdated notions of national economic self-sufficiency to a meaningful and reactive (the proactive opportunity having largely been missed) awareness of the new global economy and its concomitant imperative of international economic dependence--higher education itself has been spurred to explore change to meet the challenge of change. In other words, since it is no longer business as usual for the United States, neither can the nation afford for it to remain business as usual for

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2. The title itself soon passed into our idiom "as a pejorative term for Americans traveling or living abroad who remain ignorant of local culture and judge everything by American standards" (Hirsch 330). Regarding this theme, the *Washington Sunday Star* was quoted in a blurb on the novel's jacket as saying that "Seldom has deadly warning been more entertainingly or convincingly given."

American institutions of higher learning, part of whose primary business it is to prepare graduates for meaningful and fulfilling careers in the world they will inherit. A changed world requires a change in preparation for that world, a modification and adaptation of educational strategies and implementation. To modify, Webster's reminds us, is "to make basic and fundamental changes often to give a new orientation to or to serve a new end."

Reflecting on the role of higher education in preparing our graduates for productive and rewarding participation in society upon graduation, Ernest Boyer writes in *College: The Undergraduate Experience in America* that: "An effective college has a clear and vital mission. Administrators, faculty and students share a vision of what the institution is seeking to accomplish. The goals at such an institution flow from the needs of society and also from the needs of persons seeking education" (58). This same conviction is echoed by others who have recently pondered the American system of higher education. J. Wade Gilley, in his provocative book *Thinking About American Higher Education: The 1990s and Beyond*, asserts that: "The American higher education system is a major national resource, one that must be perceived and used as a primary force for the common good; therefore, college and university leaders must work to include societal needs on the agenda as they go about developing their institutions--and they must be seen to be doing so" (106). He further emphasizes that planning in higher education "should focus on the point where institutional strengths and interests intersect with the public interest" (148). Derek Bok, in *Universities and the Future of America*, declares that: "So long as universities depend on society for their existence and so long as society requires the education and expertise that these institutions can uniquely supply, the academy has no choice but to do its part to meet the nation's legitimate needs" (104). And Congressman Simon further admonishes that "Each college should examine its own program to see if it is meeting today's and tomorrow's needs, or if it is still focused on yesterday's needs" (180).[3]

If we recall Ortega's "vital reason"--summed up in the statement "Yo soy yo y mi circunstan-

3. About this theme, Theodore Heubener had already warned thirty years ago, just after the publication of *The Ugly American*, that: "In their eagerness to educate the child for his environment, the educators have lost sight of the meaning of 'community.' They fail to realize that. . . the immediate environment has expanded to a much vaster community. It now extends to the furthest reaches of the globe. . . All our major relations--political, military, commercial, cultural--are worldwide" (x).

cia" ("I am myself and my circumstance," xix)--we find an apt, earlier twentieth-century, socio-philosophical context in which to place the educational prescriptions above. Ortega's "circumstance" comprehends the notion of societal needs (Boyer, Gilley, Bok, Simon) which bear on an individual. Our college and university graduates are individuals who constitute a vital component of American society--a guiding component through their advanced levels of training and expertise--yet it is society itself, their "circumstance," which largely shapes and determines their postgraduate roles within it. In short, the needs of society (the individual's social and occupational "circumstance" and context) require individuals equipped to meet those needs. A vital part of the mission of higher education, then, must certainly continue to be the preparation of individuals equipped for meaningful and rewarding participation in, and contribution to, the American society in and from which they will make their living. Given this, and the global economy in which the United States must now constantly strive to remain competitive, academia has had to modify its curriculum to meet the needs of the American society it serves. This, as Jeremy Main suggests in relation to the American educational agenda at issue here, entails a new priority of preparing our students "for a 'cross-functional' role that doesn't fit neatly into academic classifications" (*Fortune* 80), a change of script endorsed by Westinghouse Electric Chairman Douglas Danforth, who states that "It will be very difficult for a single-discipline individual to reach the top" in the future.

As a result, we have begun to witness the following transformation within academia: In the name of addressing the new needs of the learner and better preparing our students for the international sphere of action which is already inexorably upon us, there has been a promising though belated rapprochement between separate disciplines, those formerly non-collaborative units which one might characterize as the various academic fiefdoms and principalities of institutions of higher learning. Different departments and schools increasingly have begun to communicate and cooperate with one another in order to deliver to their students a more appropriate and integrated learning experience attuned to the new globalized context of the United States. We are witnessing the emergence of more ***multi-***, ***cross-***,

and ***inter-disciplinary*** educational programs nationwide.[4] This signifies no less than the overdue birth of a new educational epistemology in the United States.[5]

III. Implementation of the New Educational Epistemology

Paradigmatic of this new American educational epistemology is the extent of recent collaborative ventures between schools of business and liberal arts. In the late 1970s the American Assembly of Collegiate Schools of Business (AACSB) began to urge a more active incorporation of "international dimensions into its business school curriculum" (Czinkota and Ronkainen 9). Several institutions of higher learning had already proactively anticipated such a call for curricular modification: the American Graduate School of International Management (established in the late 1940s) which, although not accredited by the AACSB, acted first and on its own; the Master of International Business Studies (MIBS) program at the University of South Carolina (established in 1974); and the MBA in International Management program at the Monterey Institute of International Studies (established in 1976). According to Arpan, "the University of South Carolina's Master of International Business Studies degree was the first to require overseas language and cultural training and an overseas corporate internship for all of its U.S. students" (101). In 1979 Eastern Michigan University created its Bachelor of Arts in Language and International Trade, "a truly interdisciplinary program requiring all students to take courses in business, foreign languages, and international studies" (Arpan 103). Since then, numerous other institutions have implemented similar programs that explore variations on the theme of "New Directions in Business School/Liberal Arts Cooperation": Babson College (with its Center for Language and Culture); Ball State University (International Business major); Bentley College (BA/MBA in Interna-

4. The ***multi-disciplinary*** emphasis is on multiple content areas drawn together on a student's transcript as special majors, double and triple majors, majors plus minors or certificates, etc., often by the student him- or herself. The ***cross-disciplinary*** emphasis is on programs in which separate disciplines are considered to have a greater relationship to one another, reducing somewhat the randomness or idiosyncrasy that may characterize the multi-disciplinary option of study. The ***interdisciplinary*** emphasis is on articulation and integration, focusing much more on a symbiotic inter-relatedness of disciplines now viewed as essential and complementary to one another, thus leading to a single degree informed and constituted by several areas of study.

5. Gilley reminds us that "the American business community has known for a long time (at least since a 1948 study by the United States Chamber of Commerce) that quality education is synonymous with higher levels of business activity" (81). What is different today is the importance of the ***international dimension*** in the ongoing ***business + education*** relationship.

tional Studies); Clemson University (BA in Language and International Trade with specializations in "global marketing, international textile marketing, international forest products marketing, international agricultural trade, or international tourism"); Indiana University (the LAMP program, Liberal Arts and Management); the University of Pennsylvania ("the Lauder Institute's dual degree program, resulting in an MBA degree from the Wharton School of Business and an MA degree in international studies from the School of Arts and Sciences"); Santa Clara University (IBP, International Business Program); the University of Southern California (IBEAR, the International Business Education and Research Program); the University of Maryland at College Park (IBFL, International Business and Foreign Languages); and other such programs at Auburn University, California State University at Fullerton, and Southern Illinois University.[6]

IV. A Model Undergraduate Program: The IB Major at San Diego State University

In 1989 San Diego State University (SDSU) implemented its interdisciplinary major in International Business (IB), a Bachelor of Arts degree offered jointly by the College of Arts and Letters and the College of Business Administration (a member of the AACSB).[7] In the first three months of its existence, IB attracted more than 300 declared majors, confirming expectations of a very high student

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6. Data gathered from Arpan, *The International Dimension* proceedings, and my own consulting experience.

7. A brief summary of the program's development may be of interest to other schools contemplating the creation of a similar program. The new major came into being after some five years of research and planning--studying models at other institutions and experimenting with, evaluating, and modifying various curricular formats. According to Dr. Alvord Branan, the Director of IB at SDSU, in fall 1984 the language departments discovered that the single largest group of students enrolled in foreign language courses were from the College of Business Administration. Unlike their peers in liberal arts, these business students were and are not required to satisfy a graduation requirement in foreign languages at SDSU. In spring 1985 the language departments discovered that more students had chosen foreign language as a minor than any other discipline. In fall 1985 a group of faculty from the colleges of Arts and Letters and Business Administration met and agreed to 'pre-package' a series of 'special' majors in business, foreign language, and area studies, which provided a convenient vehicle for market testing a new program. The results of the experiment were so encouraging that in spring 1986 the special major became an 'A.B. Degree in Liberal Studies, Option I, with an emphasis in International Commerce,' a degree which would list on the student's transcript the three areas of study. After further study, staffing adjustments, and curricular fine tuning, the current free-standing major in International Business became a reality in fall 1989. The IB major currently consists of a minimum of 86 units of coursework, distributed as follows: 43-51 units of courses in Preparation for the Major (21 in business, 16-24 in a language, and 6 in regional studies) and 43 advanced-level units for the major proper (22 in business, 9 in a language, and 12 in regional studies).

demand for such a program. The new major is designed to provide its students with an ***integrated curriculum*** in 1) **business administration** (meeting AACSB accreditation standards), 2) **foreign languages**, and 3) **regional and culture studies**, enhanced by 4) the opportunity to participate in various **exchange programs and internships** that enable students to further develop their language abilities and cross-cultural awareness while honing their business skills in a real-world setting.[8]

Coinciding with the implementation of the IB major, the SDSU Center for International Business Education and Research (CIBER) was established in October 1989, funded by the U.S. Department of Education [Title VI-B] and "administered by SDSU's colleges of Arts and Letters and Business Administration in order to promote international business education in the [southern California] region" (*General Catalog* 261). CIBER-SDSU, which currently operates in a partnership with CIBER-UCLA, is one of sixteen such centers in the nation[9], whose overall mission is to "promote interdisciplinary programs which incorporate foreign language, regional studies, and business curricula and research to improve U.S. Global competitiveness" (*General Catalog* 261). As such, CIBER-SDSU has a symbiotic relationship with the International Business major, in that CIBER sponsors numerous instructionally-related activities to further its mission.[10]

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8. With its focus on curricular integration with a global perspective, the IB major contributes to the mission and goals of SDSU, which "through its teaching, research, and service. . . is primarily responsive to the people of California as well as to the needs of the regional, national, and international communities it serves" (*General Catalog* 16). Since the state of California is the equivalent of the world's sixth largest economy, and since it is the most ethnically diverse state in the U.S. (with numerous predictions that in the near future it will become a mosaic or quilt of minorities with no substantial ethnic or racial majority), the notions of *regional*, *national*, and *international* have begun to converge to the point where these terms lose their distinction from one another. **In California *national* is increasingly becoming *international* and vice versa.**

9. The other fifteen centers are: Bentley College and Tufts University (joint); Columbia University; Memphis State University and Southern Illinois State University at Carbondale (joint); Michigan State University; Texas A&M University; University of Hawaii at Manoa; University of Maryland at College Park; University of Miami; University of Michigan; University of Pittsburgh; University of South Carolina; University of Southern California; University of Texas at Austin; University of Utah and Brigham Young University (joint); and the University of Washington.

10. Among other activities, CIBER-SDSU sponsors student exchange programs with institutions in Denmark, England, France, Germany, Japan, Scotland, Spain, and Taiwan. It sponsors lectures, workshops, and conferences: the Global Issues Forum ("a series of four lecture and discussion seminars [each semester] to foster the inclusion of significant international business issues, topics, and concepts into the area studies and foreign language curricula"); the Distinguished Speakers Program; and the annual San Diego World Trade Week (co-sponsored in 1990 with the San Diego World Trade Association, the U.S. Department of Commerce, and the San Diego Chamber of Commerce). CIBER provides funding for faculty summer research and travel/study programs; it publishes a newsletter "to communicate its activities and objectives to regional firms, agencies, and

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SDSU's IB major allows students to articulate their business studies with one of four regional studies programs (Asia, Eastern Europe, Latin America, or Western Europe) and one of seven foreign languages (Chinese, French, German, Italian, Japanese, Russian, or Spanish) matched to the regional studies selection. As of October 1991, the largest number of declared majors had selected Spanish + Latin American Studies as the language and area studies complements to their business courses. Out of a total of 718 majors for whom such data was available, 305 (42%) had chosen Spanish as their second language for business, with 190 (62% of these 305, 26% of the total of 718) matching the language to a corresponding emphasis in Latin American Studies. Given California's geographic location and demographics, this combination was to be expected. A somewhat surprising development was that, despite the geographic, socio-economic and cultural distance from California, ***Western European Studies*** + Spanish ranked third among the students' combination preferences, with 115 of the total students enrolled (38% of 305, 16% of 718) linking the study of the Spanish language to Spain's emerging role in the European Economic Community, in which Spain also serves as a vital cultural and linguistic liaison to Latin America.

V. Spanish in the International Business Curriculum: A Major World Language, A Language of Regional Destiny in the United States

For Spanish to be considered an important business language in California is natural. The state is bordered by the largest Spanish-speaking nation in the world, Mexico (approximately 88 million people), and it is the state with the largest Hispanic-origin population in the United States (7.7 million,

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educational institutions"; and it sponsors a Working Paper Series "to communicate the research findings of the Center to as broad an audience as possible." Other activities include the CIBER Database ("a clearinghouse for members of the University and regional business community"); the International Business Establishment Team (IBET, "for the purpose of helping to design and introduce a program of international business" at other institutions); the International Negotiation Marathon ("to bring together members of the business and University communities. . . to negotiate the outcome of an international business case"); and the Chamber of Commerce Language Certification Center ("a regional test site [SDSU] for the language proficiency examinations offered by the Chambers of Commerce in Paris and Madrid"). Data gathered from in-house documents furnished by Dr. Alvord Branan, Co-Director of CIBER-SDSU.

or 26% of California's 1990 census report of 29.8 million total state population).[11] Thirty-four percent of the nation's total Hispanic-origin residents live in California. Yet Spanish goes far beyond being a language that should be of business interest only to Californians. It is a major world language with hemispheric and national implications that lead to its consideration as a unique and paradigmatic component of the new educational epistemology that is emerging in the United States.

If we first consider Spanish as a "foreign" language vis-à-vis the United States, the following observations may be made. Spanish is the fourth most spoken language in the world today, with approximately 352 million Spanish-speakers. (The first three languages are Mandarin with 885 million speakers, English 450 million, and Hindi 367 million. To further contextualize Spanish as a world language, we may also compare it to Russian which has 294 million speakers, Arabic 202 million, Portuguese 175 million, Japanese 126 million, French 122 million, and German 118 million.) The total population of North and South America is estimated at 727 million people, which constitutes nearly 14% of the world population. In the American hemisphere--broadly considered, from the Queen Elizabeth Islands to Tierra del Fuego--the three principal languages spoken are Spanish (approximately 296 million), English (276 million), and Portuguese (154 million). Spanish, then, is spoken by approximately 41% of the hemisphere's inhabitants, English by 38%, and Portuguese by 21%. If Portuguese is dropped from the equation (for the sake of convenience) so that a direct comparison may be made between Spanish and English, the hemispheric record reveals that for approximately every 48 persons who are native speakers of English there are 52 who speak Spanish. Although Spanish is not the economic power language of the Americas--the English of Wall Street--it is, in terms of the number of people who speak it, the dominant hemispheric language. Furthermore, and of a compelling trade and economic nature, Fixman reports in her study that, "In particular, Latin America was named by several companies as an area where it is difficult to find individuals who speak English. Many of my interview partners also indicated that businesspeople and government officials there are more likely to insist on speaking their native

11. The data that follow are drawn largely from the *Statistical Abstract of the United States: 1991*; the "1990 Census of Population and Housing" filed by the State of California Department of Finance; the "1990 Census of Population and Housing" compiled by the University of California; "The Hispanic Population in the United States" by García and Montgomery; and *The World Almanac and Book of Facts* (1992).

language, even if they do know English. This is a matter of pride for them" (3). As documented by McCulloch, this means that "If you don't try to speak the language [Spanish] and speak only English you'll never crack the social life and you'll never get inside what is really going on" (39).

In the context of the United States and the Spanish-speaking nations of the world, the following trade statistics obtain. In 1990 the U.S. did $55 billion of export trade with Spanish-speaking Latin America and Spain. This was equivalent to 51% of U.S. export trade with Western Europe (excluding Spain) and 46% of its export trade with all of Asia (including Japan which alone accounted for $49 billion). It also equaled 7 times the U.S. trade with Africa and 14 times its trade with Eastern Europe (including the Soviet Union). In the same year U.S. import trade with Spanish-speaking countries totaled $64 billion, marking a telling deficit of almost $10 billion,[12] a dramatic reversal of the $6 billion trade surplus in 1980. This import trade equaled 31% of U.S. import trade with Asia (including Japan which alone accounted for $90 billion); 59% of its trade with Western Europe (excluding Spain); 4.3 times its trade with Africa; and 29 times its trade with Eastern Europe (including the Soviet Union).

Aside from the global and hemispheric picture above, demographic data further suggest that it is no longer appropriate for the United States to consider Spanish solely in terms of it being a ***foreign*** language. In March 1990 the total population of the United States was estimated at 248.7 million people. Its Hispanic-origin population was estimated at 22.4 million people, about 9% of the total, grouped as follows: Mexican 60%, Puerto Rican 12%, Cuban 5%, and Other Hispanic 23%.[13] The regional distribution of Hispanic-origin residents was estimated at 45% in the West, 30% in the South, 17% in the Northeast, and 8% in the Midwest. As of 1990 there were four states with a Hispanic population of more than one million people: California (7.7. million), Texas (4.3 million), New York (2.2 million), and Florida (1.6 million). Each of these states has a greater Hispanic-origin population than the total

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12. In 1990 the U.S. trade balance with Western Europe (excluding Spain) was +$3.2 billion; Asia -$87 billion; Africa -$8 billion; and Eastern Europe +$2 billion.

13. According to the Bureau of the Census, "the category Other Hispanic comprehends persons from Spanish-speaking countries of the Caribbean, Central or South America, or Spain, or persons identifying themselves generally as Spanish, Spanish-American, Hispano, Hispanic, Latino, etc."

populations of 15 states (considered individually) in the U.S., plus the District of Columbia.[14] There are an additional four states with an estimated Hispanic population of between 500,000 and one million people: Illinois (904,446), New Jersey (739,861), Arizona (688,338), and New Mexico (579,224). Altogether, there are 20 states with a Hispanic population of greater than 100,000 people and at least twelve cities with more than 100,000 Hispanic-origin residents.

All of the U.S. cities with large Hispanic-origin populations as of 1990 are either regional or national business and financial centers in the United States: New York, Los Angeles, Chicago, Houston, Dallas, Miami, San Diego, San Antonio, Phoenix, etc. According to the 1990 estimates published jointly by the U.S. Department of Commerce and the Bureau of the Census, "Hispanic households were more likely to live in urban areas . . . than were non-Hispanic households. About 92% of Hispanic households were in urban areas." In terms of occupation, "the largest share of Hispanic men in March 1990 were employed as operators, fabricators or laborers," while "among employed women, the single largest occupational grouping. . . was technical, sales and administrative support" (4). The buying power of this American demographic constituent has also been considerable. In March 1992 it was estimated that this purchasing power had reached $182 billion, "up 70 percent from 1982" (Pupo-Mayo C-8). Recent demographic forecasts, such as those that follow, suggest that this trend in Hispanic buying power will continue as increasing numbers of U.S. Hispanics begin to wield greater clout in the American economy.

Between 1980 and 1990 the nation's Hispanic-origin population officially increased by 7.8 million persons (53%), growing over five times faster than the U.S. total growth of 9.8%, suggesting that a 1988 *World Almanac* forecast that "Hispanics may account for one-quarter of the nation's growth over the next 20 years" may well prove to be a conservative estimate. Growth among those constituting the category Other Hispanic ("mostly Central and South American populations including Salvadorans, Guatemalans, Colombians and Hondurans") outpaced growth in the "predominant groups of Mexicans, Puerto Ricans and Cubans," and "was distributed more evenly across the country than the predominant

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14. The 15 states are: Alaska, Delaware, Hawaii, Idaho, Maine, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Rhode Island, South Dakota, Vermont, and Wyoming.

groups, which are more likely to concentrate in a handful of states" (Vobejda A-3). While Mexicans, for example, grew by 54% to 13.5 million, "Other Hispanics grew by nearly 67% to about 5 million, "a new presence that was most obvious in Virginia, Maryland and the District [of Columbia], where this group made up more than half of the Hispanic populations" (A-3). The *Statistical Abstract of the United States: 1991* projects 25.2 million persons of Hispanic origin by the year 2000; 28 million in 2005; and 31 million in 2010, an increase of 38% over the twenty-year period 1990-2010. Paralleling and reflecting the population trend, "the number of businesses owned by Hispanic Americans surged by 81 percent during the 1980s--five times the growth rate for all U.S. companies in the same period. . . Hispanic firms in the United States nearly doubled over a five-year period from 233,975 in 1982 to 422,373 in 1987. . . Over 70 percent of the Spanish-American enterprises were located in three states: California, Texas and Florida" (*San Diego Union* 5/17/91, E-3). Based upon such evidence and forecasts, it is naive and misleading to continue to categorize or label Spanish as a ***foreign*** language in this country, which itself now ranks as the fifth Spanish-speaking nation in the world (after Mexico, Spain, Colombia, and Argentina). Not only is Spanish the dominant hemispheric language (in terms of the number of speakers), but it has also become an increasingly important and widespread political and commercial language within the United States. In several parts of the country, most notably the southwest, it is now no less than a vibrant, co-domestic language--***a language of regional destiny***--existing alongside the traditional national language, English, having invalidated by now Theodore Roosevelt's once-upon-a-time dictum that "We have room but for one language here. . ." (Simon 91).

In California, for example, "Latinos now account for more than one in four" state residents, resulting in "neighborhoods where English is becoming a foreign language" (White C-5). Indeed, California's Hispanic population of 7.7 million persons would make this group equivalent to the tenth most populous state in the nation. This number, however, represents a conservative estimate "because no one knows how many Hispanic immigrants are in California illegally. . . In June [1991] alone, more than 50,000 illegal immigrants were arrested by the U.S. Border Patrol near San Diego. . . The agency estimates that for each illegal immigrant caught, two make it across" (White C-5). This suggests that as many as 1.2 million illegal, mostly Hispanic immigrants are added each year, at least temporarily, to

California's population.

The fact that "Latinos earn about $62 billion annually [in California]. . . has prompted a boom in Hispanic-directed merchandising and advertising in the state" (White C-5). "In the Los Angeles area, Spanish-language television draws about 14 percent of the area's viewership," prompting Roger Smott, the general manager of Market Development Inc., to conclude that "If you're a regional marketing manager and California is your market, you can't afford not to compete for the Hispanics" (White C-5). Such advice would seem to apply as well to marketing managers in other parts of the country who plan to do business in California in the future. McCulloch's recent survey "of banks, businesses and professional firms in Southern California" indicates that employers in the state placed the highest premium on Spanish as a second language (41). Another indicator of the growing impact of Hispanics in California is the fact that the San Diego-Tijuana area, with a combined population of over three million persons, was one of "only four areas classified as international cities" by the Washington, D.C.-based Population Crisis Committee, "along with Detroit-Windsor, Singapore, and [former] West and East Berlin" (Showley A-1). About this evolving trans-border, twin-cities relationship between the sixth largest city in the U.S. and the seventh largest city in Mexico, Ted Profitt (author of a forthcoming history of Tijuana) avows that "We're linked together whether anybody likes it or not" (Showley A-8). It was recently estimated that 33% of Spanish-speaking Tijuanans also speak English, while 20% of English-speaking San Diegans speak Spanish. Since 1970, San Diego-Tijuana border crossings--the daily comings and goings that slowly but surely quilt together the two cultures and languages--have increased from 17 million to 62.2 million in 1990 (Showley A-9), further illustrating the evolving symbiotic relationship between the two cities, which are currently discussing plans for a jointly operated international airport called TwinPorts. Given all the above, the Spanish language must increasingly be viewed as a business and trade asset not only in terms of foreign business partners and government representatives (with an eye toward potentialities such as the recently proposed North American Free Trade Agreement) but also with regard to employees, co-workers, and managers in particular regions of the United States.

VI. Business Spanish in the Context of American Higher Education: Today and Tomorrow

What are the implications of these facts and forecasts for the role of Spanish--***and the teaching and study of Business Spanish***--in the new educational epistemology of the United States? We know that Spanish is the foreign language most studied by students enrolled in American colleges and universities. According to surveys recently released by the Modern Language Association of America, "since 1980 foreign language enrollments have increased by 30%, while enrollments in higher education have grown by 15%." Between 1986 and 1990, "Japanese, Russian, and Spanish were the fastest growing foreign languages," with the increase in students of Spanish representing "68% of the total growth in enrollment" for this period. Spanish, French, and German, in that order, maintained their ranking as the three most popular foreign languages. While the overall increase in foreign language study was 18% between 1986 and 1990, it was nearly 30% for Spanish during that same period. Spanish, with an enrollment of 533,944 students in 1990 (compared to 411,293 in 1986), accounted for 45% of all American college and university foreign language study.[15]

We also know that Spanish accounts for the most courses in language for specific purposes (LSP)[16] offered in American institutions of higher learning. A survey conducted in late 1988 by Drs. Geoffrey Voght and Christine Uber Grosse, "Foreign Languages for Business and the Professions at U.S. Colleges and Universities," showed that of a total of 924 LSP courses offered nationwide 40% (373) were offered in Spanish. (French accounted for 31% [284 courses], German 22% [201 courses], and Japanese 3.5% [33 courses].) Of the 373 LSP courses offered in Spanish, 60% (225) were in

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15. During this same period French enrollment decreased by 1% from 275,328 to 272,472; German increased 10% from 121,022 to 133,348; and Japanese increased by 95% from 23,454 to 45,717.

16. In their article, "The Evolution of Languages for Specific Purposes in the United States," Uber Grosse and Voght explain that "the motives of LSP innovators include the desire to promote foreign language study and diversify the curriculum, the necessity for infusing professional education with humanistic perspectives, and the drive to internationalize American higher education" (182). LSP represents "a response by educators to the realities of changing global relationships in which foreign business partners and clients increasingly expect Americans to make serious efforts to operate in their languages and with sensitivity to their cultures" (182). Thus, "applied language studies must provide not only a professional working knowledge of the foreign language, but also an understanding of cultural factors related to working and living in the corresponding foreign setting" (183). This, of course, lends further support to the imperative of foreign languages in context discussed earlier.

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Business Spanish (as compared to 17% in Medical Spanish, 6% in Spanish for Public Service, 1.6% in Spanish for Law, and 1% in Spanish for Science and Technology). The results of the survey further revealed that of the 30% increase in LSP courses registered since 1983, the largest increase was in the area of business language courses. The survey also confirmed that "LSP is [now] present throughout the language curriculum at all sizes and types of four-year institutions . . . foreign language departments at private and public institutions have LSP in almost equal numbers. . . LSP is fairly evenly distributed among small, medium, and large institutions, demonstrating the widespread acceptance of LSP" (38).

What this all means is that Business Spanish--considered in the context of the new global economy and America's national and hemispheric reality--is playing a unique and vital role in American higher education's response to the needs of the nation. In the context of Voght and Uber Grosse's conclusion that "applied foreign language and cultural instruction has become a widespread and permanent aspect of the curriculum in U.S. higher education" and that "the dominant subfield, languages for business, should continue to grow in the future" (45), Business Spanish in the 1990's will retain its significance in the rapprochement between business schools and language departments. Indeed, as Hispanic-origin demographic projections come true, Business Spanish will play an even greater role in equipping our graduates for the national, hemispheric, and global setting of the United States in the 21st century. Recent surveys lend credence to this conviction. For instance, a report in the *Wall Street Journal* (12/3/91) reveals that American manufacturers consider Spanish to be "the most important language to study for international business," despite their acknowledgment that Japan and Germany represent the nation's toughest competitors. Another survey in *USA Today* (1990) of "foreign languages that top executives say will be most important for a successful business career during the next 20 years," shows that 44% said Spanish, 33% Japanese, and 23% Other. Voght and Uber Grosse state at the end of their survey that "the creation of interdisciplinary programs of study combining professional education with liberal arts (LSP, applied foreign language and cultural studies) is one of the most important areas of educational innovation in the latter part of this century" and that "we expect foreign language and business faculty to continue to cooperate in the development and implementation of new interdisciplinary courses and programs" (45). Within this new American educational epistemol-

ogy, Business and Spanish will increasingly go hand in hand as academia rises to the occasion of educating its students for the challenges and opportunities they will inherit both at home and abroad. Today, far more so than when they were first articulated in 1787, Thomas Jefferson's words of advice are compelling: ***Spanish: Bestow great attention on this & endeavor to acquire an accurate knowledge of it. Our future connections with Spain and Spanish America will render that language a valuable acquisition*** and ***Spanish is highly interesting to us, as the language spoken by so great a portion of the inhabitants of our continents, with whom we shall probably have great intercourse ere long*** (*Thomas Jefferson* 901 and 465). Little could he have anticipated just how auspicious and relevant this message would become for the United States on the eve of the 21st century.

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